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ABSTRACT

Statements of policies and procedures and evaluation criteria used by the Accrediting Commission of the Association of Independent Colleges and Schools are presented. The organization and function of the Accrediting Commission, the bases of eligibility for evaluation and accreditation of all types of institutions, and the general classification of schools and colleges are discussed, and the fee schedule of the Accrediting Commission is given. Procedures relating to the initial applications for accreditation, institutional changes, application for reclassification, negative actions such as withholding or withdrawing of accreditation, review board for appeals, and publication of decisions are explained. Also, the evaluation criteria applicable to all institutions and to institutions in transition, and additional criteria for junior and senior colleges of business are presented. (SPG)

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Accreditation Standards: Policies, Procedures, and Criteria

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The Accrediting Commission of the

Association of

Independent Colleges and Schools

Accreditation Standards: Policies, Procedures, and Criteria

The Accrediting Commission of the

ASSOCIATION OF INDEPENDENT COLLEGES AND SCHOOLS

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PREAMBLE

The guiding philosophy of the Accrediting Commission is a firm commitment to a high standard of professional conduct and a strict code of ethics. The Commission views accreditation as an ongoing process through which member institutions may demonstrate their commitment to the highest standards of educational conduct. Accreditation should ideally be more than merely a regulatory process. Accreditation constitutes a professional and ethical relationship between the Commission and member institutions which should not solely be a matter of legalism. The Commission seeks from members not mere conformity but rather a continual striving for excellence.

Only those institutions which are in concurrence with this stated philosophy of the Commission should seek accreditation. The Commission expects accredited institutions to be knowledgeable of and to comply with both the letter and the spirit of its policies. Noncompliance with Commission policies will be considered a serious breech of the relationship that exists between member institutions and the Commission.

The Commission recognizes that from time to time there will be instances in which member institutions fail to satisfy Commission standards. In such cases it is incumbent upon the Commission to take appropriate measures to insure the integrity of the accrediting process. In taking measures to correct the problem with institutional compliance the Commission recognizes its responsibility to gather complete and accurate information concerning the problem. The Commission also recognizes the institution's right of redress regarding alleged noncompliance. The Commission after making appropriate investigation and inquiry ultimately reserves the right to make decisions regarding noncompliance with policy and to enforce these decisions. The Commission also recognizes its responsibility to follow review procedures which are fair and expeditious to all parties concerned.

The Commission is mindful of its obligation to protect the public, its member institutions and their applicants. To maintain its integrity with the public and with member institutions, the Commission has developed policies and procedures and criteria which are set forth in detail in this publication.

TITLE I
Statement of Policies

Chapter 1 The Organization and Function of the Accrediting Commission

Chapter 2 Bases of Eligibility for Evaluation and Accreditation of All Types of Institutions

Chapter 3 General Classification of Schools and Colleges

Chapter 4 Definitions, Interpretations, and Guidelines

Chapter 5 Fee Schedule

Chapter 1 THE ORGANIZATION AND FUNCTION OF THE ACCREDITING COMMISSION

1-1-100—*Function.* The Accrediting Commission is a duly constituted accrediting agency, sponsored by the Association of Independent Colleges and Schools, a national association of independent business schools. The Accrediting Commission has complete autonomy with respect to, and is limited to the sole function, where warranted, of accrediting institutions predominantly organized to train students for business careers.

Since 1956, The Accrediting Commission of the Association of Independent Colleges and Schools has been officially recognized by the U.S. Commissioner of Education as a national accrediting agency for such post-secondary and collegiate special purpose institutions. Chapter 36, Title 38, U.S. Code, and subsequent legislation direct the United States Office of Education to develop criteria for, and to maintain a list of, such recognized accrediting agencies.

The Commission is charged with the responsibility of extending its services to institutions in the United States. Where appropriate, the Commission may also extend its services to institutions in Canada and Latin America. The Commission meets thrice annually or more often, if necessary, to conduct official business.

1-1-101—*Organization.* There shall be three Councils and three standing Committees of the Accrediting Commission; namely, a Council on Schools, a Council on Colleges, a Council on Research and Service, an Executive Committee, a Financial Review Committee, and a Criteria Review Committee. The Executive Committee of the Commission consists of the Chairman of the Commission, the Chairman of the Council on Schools, the Chairman of the Council on Colleges, the Chairman of the Council on Research and Service and the immediate past Chairman of the Commission.

The Council on Schools is charged with the responsibility of reviewing noncollegiate post-high school institutions predominantly organized for vocational training of students for career patterns in business. The Council on Colleges is charged with the

responsibility of reviewing collegiate institutions predominantly organized for vocational training of students for career patterns in business. The Council on Research and Service is charged with planning and carrying forward proposals which will assist the Commission in the general improvement of the accrediting function.

Each Council considers its two principal concerns in accreditation to be the improvement of educational quality of the institutions and service to the public.

1-1-102—*Authority.* The exercise of authority granted to and the performance of all functions of the Executive Committee and the Councils on Schools and Colleges, as provided for in these Criteria, shall at all times be subject to review and approval by the full Board of Commissioners of The Accrediting Commission of AICS, pursuant to the Bylaws of the Association.

The Accrediting Commission develops criteria for sound and responsible education for business, arranges evaluation in the light of these criteria by a team of qualified evaluators, and, after full evaluation, decides whether or not to accredit the applicant institution.

1-1-103—*Responsibility.* Accreditation is an independent, authentic appraisal of an institution; in fact, the professional stature and integrity of an institution is judged by its accreditation. The Accrediting Commission of AICS provides a reliable measure of excellence based on educational competence, thus fulfilling a responsibility to guidance counselors, parents, prospective students, and the American public.

Accreditation is valuable to educational agencies and authorities in professional appraisal and identification of educational institutions; to employers as an indication of the strength and reliability of the instruction which potential employees have received; and especially, to the independent schools themselves in the maintenance of continued high standards of excellence in business training programs.

1-1-104—*Visitation Teams.* Visitation teams evaluate each applicant for accreditation. Serving as evaluators are college and university presidents, deans, department heads, professors from related fields of education, business executives and professional men, as well as

personnel from state departments of education and other evaluation and approval bodies. Included on visitation teams are representatives from institutions accredited by The Accrediting Commission.

The function of the visitation team is to verify the previously submitted self-evaluation and to report the facts revealed by personal, on-site evaluation in an effort to determine how well the institution fulfills its stated objectives as set forth in its own self-evaluation reports. Action by the Commission to accredit, not to accredit, or renew accreditation is determined by complete study of the self-evaluation report prepared by the applicant institution, by the report of the visitation team, and by the response of the institution to that report.

Chapter 2 BASES OF ELIGIBILITY FOR EVALUATION AND ACCREDITATION OF ALL TYPES OF INSTITUTIONS

1-2-100—*Eligibility Requirements.* To be eligible for consideration for accreditation, an institution must satisfy the following requirements:

(a) The institution or department shall be predominantly organized to train students for business careers.

(b) The institution or department ordinarily should have in operation at least one residence program of instruction of not less than one academic year in length with graduates from such programs.

(c) The educational program shall be on the post-secondary or collegiate level.

(d) Education shall be the principal activity of the institution.

(e) The principal program of the institution shall be a residence program.

(f) The institution shall have been established for a period of at least two years.

(g) A separate department or division having additional or different objectives may be accredited by the Commission upon proper application and evaluation, provided that (except for the difference in objectives and the implementation thereof) the entire department is accreditable within the framework and spirit of the Criteria of the Commission, and the institution is predominantly organized for the purpose of training for business careers.

(h) An institution operated as a unit in an organization consisting of two or more schools or colleges shall maintain a separate teaching staff and class schedule.

(i) The institution shall be legally organized and authorized to conduct its program under the laws of its own state and community. Where state laws are silent, the institution shall conform to

accepted organization and practices for comparable institutions in the general geographic area.

(j) The evaluation of the institution must be specifically authorized by the chief executive officer of the institution.

(k) The enrollment in the institution must be sufficient to support regularly scheduled and conducted class and laboratory work and to insure reasonable standards of instruction.

(l) The institution or its ownership entity must be organized as a corporation.

(m) A non-main campus activity which is otherwise in accordance with the standards is not ineligible for accreditation merely by reason of it having two years of operation as a non-main campus rather than a free-standing institution.

Chapter 3 GENERAL CLASSIFICATION OF SCHOOLS AND COLLEGES

1-3-100—*General Classification.* Studies of post-secondary institutions predominantly organized for training for business careers indicate two widely used types of curriculum organization. These two philosophies underlie programs of business schools on the one hand and colleges on the other. When an institution represents a mixture of the two patterns, the Commission classifies the institution in the category which, in its judgment, best describes the institution.

The Commission classifies accredited institutions as Business Schools, Junior Colleges of Business, and Senior Colleges of Business.

1-3-101—*Business Schools.*

(a) A business school may be a specialized institution which may state objectives in terms of vocational competence, set skill goals for completion of courses, and emphasize placement as the educational objectives. Curricula are relatively short and intensive leading to one or a number of closely related occupational objectives. For example, a secretarial school might offer programs of training leading to positions as a clerk-typist, receptionist, secretary, stenographer, or typist. A data processing school might offer training leading to positions such as card punch operator, programmer, or unit record operator. Graduation is achieved when a measureable skill level is achieved. The programs of such institutions usually do not exceed one academic year in length.

(b) A business school may also be multi-pupose and offer a variety of training in several fields, with training objectives which are primarily vocational in nature. Such an institution will usually offer several curricula in the business field, such as a secretarial training program, an accounting program, a business administration program, and often a program in data processing. Semester, quarter, or term operation may be utilized with grades and hours of credit to determine completion of all except strictly skill subjects.

(c) A business school may also offer college-level instruction measured on a credit hour basis with one or more programs of at least two school years in length which require an average student to spend 72 weeks of concentrated effort in full-time attendance for its completion. At least half of the subjects in the second year courses are of advanced difficulty predicated upon specific first year prerequisites. Only moderate emphasis is placed on general educational development. The objectives of the program may be vocational competence and/or the transfer of credits, or qualification for state-conferred or state-authorized designations or license upon examination.

1-3-102—*Colleges.*

(a) Junior Colleges of Business

A junior college of business is a two-year college devoted predominantly or substantially to education for business at the college level. In either case, its principal educational objective shall be to provide specialized instruction within a business curriculum sufficient to insure adequate preparation for an appropriate, semi-professional business career.

(b) Senior Colleges of Business

A senior college of business is a four-year collegiate institution devoted predominantly or substantially to professional business administration education at the college level. A separately administered four-year department or division or an upper division college offering programs at the junior and senior levels (within specialized institutions also having other objectives) would be included in this definition. Only the business department of institutions having more than one college is recognized for accreditation.

Chapter 4 DEFINITIONS, INTERPRETATIONS, AND GUIDELINES

1-4-100—*Non-Main Campus Educational Activity.*

(a) A non-main campus educational activity is defined as any branch facility of an accredited institution located beyond normal commuting distance (generally not more than 30 miles) of the main campus.

(b) A facility offering substantially different programs and located beyond the normal commuting distance from the parent institution is generally to be considered a free-standing institution and subject to the applicable criteria for accreditation.

1-4-101—*Additional Facility.* An additional facility is distinguished from a non-main campus, or branch, in that it is a component part, except for geographic location, of an institution and located within normal commuting distance (generally not more than 30 miles) of the institution.

Chapter 5 FEE SCHEDULE

1-5-100. Application fee (nonrefundable and good for one year only). All initial accreditations or reclassifications $100

1-5-101. Basic evaluation or reevaluation fee (must be paid in advance of visitation)

(a) Business Schools (requires a team of at least two evaluators spending one day) $300

(b) Junior Colleges of Business (requires a team of at least three evaluators spending two days) $575

(c) Senior Colleges of Business (requires a team of at least four evaluators spending three days) $925

(d) Accredited Institutions With Non-Main Campus Educational Activities (for each non-main campus educational activity visited) $150

1-5-102. Expenses of evaluation team.

(a) Institutions will be invoiced separately for expenses of evaluation team members.

(b) Where a Program Specialist is utilized, the institution will be invoiced for expenses plus a $100 per day honorarium.

(c) Additional expenses incurred as a result of evaluations requiring additional days, additional team members or excessive distances will be invoiced to the institution on a cost basis.

1-5-103. Annual Fee Schedule for All Schools

Net Tuition Income			Annual Fee
	Less than	$ 50,000	$ 475
$ 50,000	but less than	100,000	900
100,000	but less than	150,000	1,200
150,000	but less than	200,000	1,500
200,000	but less than	300,000	1,600
300,000	but less than	400,000	1,700
400,000	but less than	500,000	1,800
500,000	but less than	600,000	2,000
600,000	but less than	700,000	2,100
700,000	but less than	800,000	2,200
800,000	but less than	900,000	2,300
900,000	but less than	1,000,000	2,400
	Over	1,000,000	add $100 for each additional $500,000 in net tuition income

Fees are payable September 1 and become delinquent October 15. For newly accredited institutions, fees are computed on a quarterly pro rata basis.

TITLE II
Statement of Procedures

Chapter 1 The Accrediting Process

Chapter 2 Initial Applications

Chapter 3 Institutional Changes

Chapter 4 Application for Reaccreditation

Chapter 5 Negative Actions
- Accreditation Withheld
- Admonition, Probation, Censure
- Accreditation Withdrawn

Chapter 6 Review Board for Appeals

Chapter 7 Publication of Decisions

Chapter 1 THE ACCREDITING PROCESS

2-1-100. The Commission publishes reports of its operations, an official *Directory of Accredited Institutions*, and the Criteria upon which accreditation is based. The Commission also publishes statements of policy and guidelines that provide more detailed information, including a checklist to aid the institution and the visitation team in the evaluation of a department or of an institution.

These documents are furnished to institutions which are, or which may be, seeking accreditation and are available on request to interested persons and institutions.

2-1-101. An institution's application for accreditation shall be supported by documentation of its policies, practices, educational effectiveness, and financial stability which are carefully evaluated by the Commission from the point of view of the classification requested. If accreditation is granted, note of this fact of accreditation may then be made by the institution in its catalog, advertising, and other publications, subject to limitations on such usage set forth in Section 3-1-1003.

2-1-102. The Commission may require reevaluation or written data concerning the institution and its program at any time.

Chapter 2 INITIAL APPLICATIONS

2-2-100. An educational institution seeking accreditation either initially or for a different classification shall proceed as follows:

2-2-101. The institution is encouraged to communicate with the Executive Secretary of the Commission to become thoroughly informed concerning the accreditation process. An outline of the sequence of events in the accrediting process, along with a schedule of anticipated dates of Commission meetings, is available on request.

2-2-102. In a letter to the Executive Secretary of the Commission, the institution may request a preliminary review to determine whether or not it is ready to apply for accreditation.

2-2-103. The institution shall submit, on forms supplied by the Commission, a formal application for accreditation in the desired category. The points covered in the Statement of Policies, Chapter 2, "Bases of Eligibility" shall be certified by a responsible official of the institution and submitted with supporting documents and the nonrefundable application fee.

2-2-104. If examination of the formal application and the supporting documents indicates that the applicant institution is ready for detailed evaluation, the Commission will mail to the institution a self-evaluation questionnaire to be completed and returned. This evidence of self-evaluation is highly important.

2-2-105. A personal, on-site evaluation is made by a visitation team appointed by the Commission. The executed application and self-evaluation forms will be supplied to the visitation team for study prior to the on-site evaluation, and for comparison and verification during the evaluation.

Visitation teams are constituted as follows:

(a) Business Schools: At least one representative of the institutions accredited by the Commission and at least one member from outside the accredited group.

(b) Junior Colleges of Business: At least two representatives of institutions accredited by the Commission and at least one educator from outside the accredited group.

(c) Senior Colleges of Business: At least two representatives of institutions accredited by the Commission and at least two educators from outside the accredited group.

(d) Additional team members may be assigned from any category for the evaluation of any type of institution and its programs at the discretion of the Commission. The size of the institution, as well as other factors including the specialized volume of its program offerings, will be considered in selecting the number of team members. The expenses of the visitation team shall be borne by the applicant institution.

2-2-106. During the course of the visit, provisions shall be made for adequate consultation between the team of visitors and the faculty, the administrative staff, and the students. The visitation team prepares a written report covering each item reviewed and other information it believes pertinent to accurate evaluation of the particular institution. Its written report is sent to the Commission. A preliminary review of the report will be made by the Executive Secretary of the Commission who may call for such other information as is necessary.

2-2-107. As a result of the accreditation visit, a written report is made to the chief executive officer of the institution with comments on the institution's areas of strengths and areas of weaknesses. The chief executive officer of the institution is invited to comment on the report and to file supplemental materials pertinent to the facts and conclusions in the written report. The report shall then be assigned to a recommendation team appointed by the Chairman of the Commission. Following this, the report and all supplemental materials are considered by the appropriate Council and the full Commission.

2-2-108. The appropriate Council of the Commission shall consider the completed evaluation study, including the report of the review team, and any comments that may have been made by the chief executive officer of the institution. It will then make recommendations for consideration by the full Commission. This may

involve the granting of accreditation with or without conditions precedent or stipulations or the withholding of accreditation either by deferral or denial.

2-2-109. The full Commission will reach its decision drawing upon the entire file. Only the full Commission has the authority to grant or withhold accreditation and to establish conditions precedent or to define stipulations. Institutions which are judged worthy of accreditation and which are current in fees and evaluation expenses due will receive a notice and a Certificate of Accreditation.

2-2-110. When deficiencies have been called to the attention of an institution, it is the institution's responsibility to present evidence to the Commission of their correction. A letter of intent will not be accepted as such evidence. In the case of minor deficiencies, upon receipt of evidence that such deficiencies have been remedied, the Executive Secretary may notify the institution of its accreditation without further action by the Commission.

2-2-111. If accreditation is withheld, the Commission will give written reasons for either the deferral or the denial of the applicant. A deferral is an interlocutory decision which is intended to provide further guidance to the applicant whereby deficiencies might be cured to justify further recommendation of the application for accreditation. Ordinarily, the remedy for deferral lies not in the appeal but in evidence of accomplishment.

2-2-112. When accreditation is denied, an applicant will be given the opportunity to present its case in a fair and impartial hearing before the full Commission. See Chapter 5—Negative Actions.

2-2-113. Each accredited institution will file with the Commission, on regular report forms provided by the Commission, an annual report of its operations for the preceding academic or calendar year. The report shall consist of two parts: (1) academic, and (2) financial. The report shall be accurate, signed by the chief executive officer of the institution, and submitted at a time and in the manner prescribed by the Commission.

Chapter 3 INSTITUTIONAL CHANGES

2-3-100—*Institutional Dimensions.* Because the factors considered in granting accreditation include all facilities, faculty, financial stability, management, ownership control, educational programs, new or additional geographic locations, and state or local authority, the Commission shall be notified immediately by the institution of any substantial or significant changes which occur in these or any other material factors affecting the administration, governance, control, or operations of the institution.

2-3-101—*Non-Main Campus Educational Activities.* A non-main campus educational activity includes any educational activity offered at any time, at any location away from the main campus facility. It is further defined in Sections 1-4-102 and 1-4-103.

(a) Notice to the Commission.

It is the responsibility of the institution to notify the Commission and to request a decision concerning the non-main campus educational activities. An evaluation by the Commission of any substantive change will consider both the adequacy of the new activity and its impact on the institution as a whole. The institution shall provide the Commission with a report indicating the rationale for the activities: including the educational program, credentials to be awarded, faculty, library, physical, financial and other resources available for its support; evidence of strength in supporting fields; admission and graduation requirements; compliance with state law evidencing authority to conduct the activity; number of students involved; administrative arrangements for the new offerings; and any additional information the Commission may request. Failure to notify the Commission prior to or within ninety (90) days after initiation of the activity may call into question the accreditation of the entire institution and jeopardize its present grant of accreditation.

(b) Evaluation by the Commission.

The Commission or the Executive Committee will make an evaluation of the report from the institution and will notify the institution

whether or not such educational activities are within the scope of the institutional accreditation. The Commission may at any time require an on-site evaluation of the non-main campus educational activity, a complete reevaluation of the entire institution or such other procedures as the Commission may prescribe.

(c) Effect.

Only after a determination of acceptability by the Commission or the Executive Committee and notice to the institution of the decision may the institution consider such activities at that location within the scope of its institutional accreditation. If approval is withheld, it may be treated as a deferral or denial pursuant to Sections 2-2-111 or 2-2-112.

(d) Termination or Diminution of Activity.

The decision by an institution to terminate or diminish any non-main campus educational activity must be appropriately and effectively communicated to all interested publics including, but not limited to, students, governmental agencies, the local community and the Accrediting Commission.. New students may not be enrolled in any credential granting program after the date on which public notice of the decision to terminate or diminish has been made. Moreover, the institution is obligated to continue to offer appropriate courses so that a currently enrolled student, who has entered the program in good faith, will be able to complete the program and receive the credential which was his or her designated educational objective. For this purpose, the period of time shall not extend beyond sufficient time for a student already enrolled and maintaining normal academic progress to complete the program leading to the credential at the pace of the program determined by the institution at the time the student initially matriculated.

Failure to notify the Commission prior to the effective date of the termination or diminution of any activity in itself may call into question the accreditation of the entire institution and jeopardize its present grant of accreditation. Only after a determination by the Executive Committee or the Commission of the acceptability of the institution's plan for the termination or diminution of the

activity and notice to the institution of the decision may the institution consider the accreditation of the entire institution not to be in question on this issue.

Disapproval by the Commission or the Executive Committee is a sufficient basis to initiate action by the Commission resulting in negative actions contemplated by Chapter 5 of Title II of these Criteria.

2-3-102—*Educational Programs.* The Commission is concerned with all education programs offered by the institution because accreditation is institutional in nature. The Commission will accept for evaluation specialized courses offered in schools it has already institutionally accredited.

Institutions are required to file with the Commission complete information about new courses or programs within ninety (90) days of the first offering. To the degree it deems necessary, which may include an evaluation by a qualified representative of the Commission, the Commission may accept such programs as within the scope of the institutional accreditation.

Only after a determination of acceptability by the Commission and notice to the institution of its decision may the institution consider such courses and programs within the scope of its institutional accreditation. If approval is withheld, it may be treated as a deferral or denial pursuant to Sections 2-2-111 or 2-2-112.

2-3-103—*Change of Name or Location.* When an accredited institution changes its name or location, the Commission shall be notified immediately. In such changes, the accreditation of the institution will, under routine procedures, be automatically suspended 30 days following the date of the next regularly scheduled meeting of the Commission unless the institution can justify the change to the satisfaction of the Commission. Upon receipt of notice of such changes the institution will be notified of its right to show cause, either in writing or in person, at the next regular meeting of the Commission, why the suspension should not go into effect. The Executive Secretary is delegated authority to review and accept such changes as being acceptable for the continuation of the accreditation.

2-3-104—*Change in Ownership Control.*

(a) Automatic Discontinuation.

Accreditation by the Commission is an express grant to a particular institution or department of explicit ownership control. Any change in ownership control automatically results in a self-executing immediate discontinuation of the grant of accreditation which may be regained only upon application to and at the discretion of the Commission. Because the discontinuation results without action or use of discretion on the part of the Commission, a negative action such as the withdrawal of accreditation pursuant to Section 2-5-104 *et seq* has not occurred.

(b) Reinstatement.

However when such discontinuance occurs, the accreditation may be reinstated at the discretion of the Commission at such time and on such terms and conditions as it deems appropriate with the burden of coming forward and the burden of proof completely upon the institution to apply for reinstatement. When the Commission is not in session the Executive Committee is authorized to exercise the same discretion to grant a temporary reinstatement of the accreditation for a period sufficient to permit the Commission to consider the application but for a period not to exceed nine months from the date of the application for reinstatement.

(c) Effect.

Until the reinstatement has been granted by either the Commission or its Executive Committee, the accreditation of the institution remains in abeyance. If the application for reinstatement is denied, the matter shall be treated as a deferral or a denial as the case may be pursuant to Section 2-5-102 concerning withholding of accreditation.

Chapter 4 APPLICATION FOR REACCREDITATION

2-4-101. The grant of accreditation by the Commission is for a specific period of time. Such a grant may not be longer than six years.

2-4-102. Prior to the termination of the period for which accreditation has been granted, it is the responsibility of the institution to file a new application for a new grant of accreditation. The accreditation granted previously expires automatically with the passage of time unless extended by special decision of the Commission upon timely petition of the reapplicant. Such an extension of the original grant cannot exceed one year and not more than two such extensions may be granted.

2-4-103. The Commission will not consider an application for reaccreditation unless and until all reports are current and all fees are paid. The institution must also submit a statement of the disposition made of any stipulations or recommendations issued in connection with previous accreditation evaluations, as well as a statement covering changes, new programs, and improvements since the last evaluation.

2-4-104. The process of reapplication is the same as the steps described for initial applications beginning with Section 2-2-103 of Chapter 2.

2-4-105. A decision by the Commission based upon the reapplication and reevaluation not to grant accreditation for a new period is considered as a withholding of accreditation. It is not the withdrawal of the previous grant of accreditation because that will expire automatically with the passage of time.

As in the case of a new applicant, in the event the reapplication is withheld, the Commission will give written reasons for the deferral or the denial. The matter will be governed by the procedure described in Chapter 2, Initial Applications; Chapter 5, Negative Actions.

Chapter 5 NEGATIVE ACTIONS

2-5-101—*Classifications.* When measured against the Criteria, an institution, in the opinion of the Commission, may be found wanting. The gravity of the deficiency determines whether or not the judgment of the Commission may result in a negative action of which there are three. They are:

(a) To *withhold* accreditation from an initial applicant or reapplicant institution. This is accomplished either by deferral or denial.

(b) To *censure* an institution with an admonition to comply with the Criteria by refraining from some proscribed activity or initiating some prescribed activity.

(c) To *withdraw* accreditation from an institution either by:

(1) suspension, or,

(2) revocation

The following diagram illustrates the generic concept of negative actions and the specific categories:

NEGATIVE ACTIONS					
Withhold		*Probation, Admonition, and Censure*		*Withdraw*	
Defer	Deny	Refrain From Some Activity	Initiate Some Activity	Suspend	Revoke

2-5-102—*Accreditation Withheld.* The accreditation of an initial applicant or of a reapplicant institution may be withheld by a deferral or a denial. In either case the Commission will give the institution written reasons for the withholding.

Deferral. A deferral is not a final decision and is not ordinarily appealable. It is interlocutory in nature to provide further guidance to the institution whereby deficiencies might be cured.

Denial. This is a final decision and the institution is entitled to an opportunity to present its case in a fair and impartial hearing before the Commission at its next regularly scheduled meeting.

An institution claiming to be aggrieved by a decision of the Commission which has denied accreditation, denied a change of classification, or denied the approval for the offering of a degree may appeal the issue. It has a right to be heard at the next regularly scheduled meeting of the full Commission.

The request for such a hearing must be in writing and signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Commission's written statement to the institution of the action taken.

At the hearing the institution may present only evidence not already considered. The school may send one or more representatives including counsel to present its argument in opposition to or extenuation of the previous decision by which it claims to be aggrieved. At its expense it may provide for the reporting or recording of the hearing.

The Commission then may modify or reverse its previous decision. If the denial is affirmed the matter is final and no further remedy is available. The Review Board does not have the jurisdiction to review the negative decision to withhold.

The institution may reapply after the lapse of a full calendar year from the date of the notification of affirmation of the denial of accreditation.

2-5-103—*Admonition, Probation, and Censure.* When in the judgment of the Commission an accredited institution has been found to have deviated from the Criteria to an extent not presently justifying withdrawal of accreditation, the Commission may place the institution on probation for a period not to exceed nine months.

The institution will be *admonished* to

(a) Explain, justify, or correct the deficiencies, or

(b) Refrain from some proscribed activity, or

(c) Initiate some prescribed activity.

During the period of *probation* the accredited status of the institution is subject to special scrutiny. It must be reviewed by the full Commission at least every nine months.

Censure may be justified for failure to comply with the admonition. It is also warranted when it is determined that the institution, though not currently in violation of the Criteria, has in the past been guilty of serious deviation. An institution subject to a judgment of censure is entitled to notice, hearing, and counsel. A judgment of censure may be appealed to the Review Board.

Neither probation nor admonition are to be considered punitive in nature. It is the censure of the institution which exemplifies the onus.

2-5-104—*Accreditation Withdrawn.* The accreditation of an institution may be withdrawn or reclassified, either by suspension or by revocation, because in the judgment of the Commission it is not currently in compliance with the Criteria, or though in current compliance with the Criteria, it has been found to have been so substantially in deviation from or in noncompliance with the Criteria that at the time withdrawal of accreditation would have been justified.

By way of illustration the Commission may withdraw accreditation or reclassify the accreditation for such reasons as:

(a) The institution, when reevaluated, no longer meets an acceptable standard of quality in light of current Criteria of the Commission.

(b) The institution fails to file a satisfactory annual report as required by the Commission.

(c) Any substantial or significant change without notice to the Commission in the operation, structure, or program of the institution including such matters as change or relocation of control, administration, management, or facilities.

(d) The institution fails to respond or to aid in completing arrangements for a scheduled evaluation.

(e) The institution has deviated from either the letter or the spirit of the Criteria or directives of the Commission.

2-5-105—*Procedural Guarantees.* In all cases where accreditation is subject to withdrawal, either by suspension or revocation, the institution will be accorded the following procedural guarantees:

(a) Opportunity for a hearing before the Board of Commissioners on all material issues in controversy,

(b) Written prior notice of the proceedings, the charges levied, and the criteria by which the school is to be judged, and

(c) A decision on the record and a statement of reasons therefor.

(d) Further, the institution is accorded the privilege to have an appeal of a decision to withdraw, except for a revocation arising out of a suspension order, heard by a Review Board which must affirm the decision prior to publication.

2-5-106—*Hearings.* At the appointed hearing the school, through its representatives or counsel, shall have the right to respond with evidence and facts concerning the noncompliance with the Criteria with which it has been previously charged, to raise all reasonable questions, and to present evidence in opposition thereto or in extenuation. At its expense, the institution may provide for the reporting or the recording of the hearing.

2-5-107—*Revocation and Suspension: Distinction.* If in the judgment of the Commission the institution has not satisfactorily explained or justified and corrected matters of which it has been given notice, the accreditation may be withdrawn or the classification changed. A judgment of revocation means that an institution must start anew and undergo completely the entire accreditation process to once again be accredited. A judgment of suspension shall specify the time, conditions, and terms by which its accreditation can be regained upon compliance with the specified deficiencies.

2-5-108—*Compliance With Suspension Order.* A suspension order shall be vacated by the Commission if it determines that the institution has complied with the terms and conditions of the suspension order within the specified time. In such cases it is incumbent upon the institution to file appropriate written evidence of compliance for consideration by the Commission at a regularly scheduled meeting within the specified time period.

The Commission determination shall not be subject to review by the Review Board.

2-5-109—*Appeals.* An institution claiming to be aggrieved by a decision of the Commission to withdraw, except for a revocation arising out of a suspension order, accreditation or to reclassify the accreditation of the institution may appeal the issue to the Review Board established for this purpose.

Chapter 6 REVIEW BOARD FOR APPEALS

2-6-101—*Appointment of Members.* A Review Board comprised of five persons, none of whom need be a Designated Delegate, will be appointed by the Commission. The Commission will appoint the Chairman. Terms of appointments are fixed by the Commission.

The qualifications of each person appointed to the Review Board must include knowledge of, experience with, and training in the accreditation of educational institutions. Appointees may or may not be serving currently as a Commissioner.

2-6-102—*Jurisdiction and Authority.* The Review Board is empowered to review, upon notice of appeal timely filed, the following negative actions of the Commission:

(a) Admonition, probation, and censure,

(b) Withdrawal of accreditation, except for a revocation arising out of a suspension order.

(c) Reclassification of accreditation.

It has the authority to:

(a) Affirm the decision of the Commission,

(b) Remand the case to the Commission with recommendations for further consideration, if it finds the appeal to have been well founded or justified.

In any case remanded to the Commission the recommendations of the Review Board shall not bind or limit the Commission in any way.

2-6-103—*Nonpublication of Negative Action Pending Appeal.* A negative action subject to appeal to the Review Board shall be stayed automatically and shall not be published pending expiration of the time for appeal. Where the decision of the Commission is affirmed by the Review Board, the appeal shall be deemed to be finally disposed of upon issuance of the Review Board's decision. A notice of appeal timely filed shall further stay such action and bar publication thereof pending final disposition of the appeal.

An appeal remanded to the Commission by the Review Board shall be deemed to be finally disposed of when the Commission takes final action on remand.

2-6-104—*Time for Filing Appeal.* To exercise its right of appeal, the institution must file with the Commission a written notice signed by the chief executive of the institution within twenty days afer the date of the notice of the negative action taken by the Commission.

2-6-105—*Grounds of Appeal.* An appeal of a negative action by the Commission must be based on the grounds that such decision was:

(a) arbitrary, capricious, or otherwise in substantial disregard of the criteria or procedures of the Commission, or,

(b) not supported by substantial evidence in the record on which the Commission took the negative action.

2-6-106—*Review Limited to Record.* The Review Board has no jurisdiction or authority concerning the reasonableness of the accreditation criteria and procedures. The Review Board will not consider any evidence that was *not* in the record before the Commission.

2-6-107—*Hearing of Appeal.* The hearing will be held at a time and place designated by the Chairman of the Review Board. Three members constitute a quorum.

Briefs may be submitted by the institution and the Commission, prior to the hearing, in a manner prescribed by the Review Board. The Chairman or the member of the Review Board designated by him in his absence will preside at the hearing. He will rule upon all procedural matters.

The hearing shall be as informal as may be reasonable and appropriate under the circumstances. A party may appear by counsel or other representative.

The Chairman of the Review Board may promulgate such additional rules of procedure for the scheduling and conduct of hearings as are not inconsistent with these procedures.

2-6-108—*Decision of The Review Board; Publication By Commission.* Every decision must have the concurrence of a majority of the Review Board. Within a reasonable time after the conclusion of the hearing, the hearing panel shall issue, in writing, its decision with a statement of its reasons therefor and recommendation, if any, to the Commission. The decision will indicate the members of the Review Board concurring therein. Dissenting opinions may be filed. The majority decision with dissenting opinions, if any, will be furnished to the complaining institution. Publication is the responsibility of the Accrediting Commission.

2-6-109—*Commission Receipt of Review Board Decisions.* Decisions by the Review Board are transmitted to the Accrediting Commission for disposition and publication if appropriate.

If the Review Board affirms the decision complained of, there is no further remedy available within these procedures. The decision is final.

If the Review Board remands the matter with recommendations for further consideration by the Commission because the appeal was justified or well founded the matter shall be deemed to be finally disposed of when the Commission takes final action on remand.

2-6-110—*Expenses of Appeal Hearing; Deposit.* The institution will bear the following expenses in connection with the appeal:

(a) Travel and subsistence of the Board members participating in the hearing,

(b) Cost of the hearing room, and

(c) All stenographic reporting costs.

At the request of the institution the hearing shall be stenographically recorded. Although the institution is fully responsible directly to the stenographic reporter for all costs, the selection of the stenographic reporter is at the discretion of the Review Board. At the expense of the institution it must provide to the Review Board a copy of the transcript.

An appeals fee of $250 must be deposited with the Accrediting Commission at the time of the filing of the notice of appeal described in Section 2-6-104. Prior to the hearings the Commission may increase the amount of the fee to meet a realistic estimate of the expense involved. The advance fee is not applicable to stenographic reporting costs. Such costs are borne by and are a direct responsibility of the institution.

Chapter 7 PUBLICATION OF DECISIONS

2-7-101. Among the responsibilities of the Accrediting Commission are government-delegated functions which are utilized in the determination of institutional and student eligibility for participation in certain federal-state programs. It is in the public interest that the Commission observe the procedural safeguards of due process to which an accredited institution is entitled and at the same time expeditiously determine and communicate decisions affecting eligibility for federal-state programs to a variety of concerned publics including students, employers, financial institutions, licensing bodies, and federal and state agencies. As a practical matter, a decision to withdraw or reclassify accreditation or to censure an institution is effective only when it can be communicated publicly. Interested federal and state agencies will be notified as soon as such a decision has become final.

2-7-102. The Commission regularly meets thrice yearly. The Review Board may be convened as necessary. Such an arrangement is believed to balance equity for the school with expeditious determination for the public.

TITLE III

Evaluative Criteria

Chapter 1 General Criteria Applicable to all Institutions
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- Part 2 The Educational Program
- Part 3 Organization, Administration, and Control
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- Part 5 The Administrative Staff
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Chapter 4 Additional Criteria for Senior Colleges of Business
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Chapter 1 GENERAL CRITERIA APPLICABLE TO ALL INSTITUTIONS

NOTE: See Sections 3-3-100 to 3-4-500 for additional Criteria for Junior and Senior Colleges of Business.

3-1-100—PHILOSOPHY AND OBJECTIVES.

3-1-101—Each institution should clearly define its objectives and should incorporate this definition into a statement which is a pronouncement of its role in the educational world. The institution's integrity is measured not only in terms of its stated purpose, but also in terms of its conscientious endeavor to fulfill this purpose.

3-1-102—It is recognized that the membership consists of a diversity and variety of institutions ranging from those which have a singleness of purpose to those which are highly complex; from those which are nonprofit to those which are privately owned. Each institution, however, should have a well-developed and available statement of objectives, appropriate for its specific educational role. This statement should be clear and concise, and should represent not only the concept, but also the practice of the institution.

3-1-103—The formulation of the statement of objectives is a major decision and basic changes should be made only after proper consideration and approval by the governing body. The faculty should be encouraged to take the initiative in recommending changes.

An institution should also examine its statement of objectives periodically. This reevaluation should include the changes which have taken place internally as well as the changing responsibilities of the institution to its constituency.

3-1-104—The institution's catalog should reflect accurately the institution's statement of objectives. All institutional programs should be designed to achieve the stated purpose. The faculty, financial resources, physical plant, and educational program should be adequate and appropriate to meet the stated objectives of the institution.

3-1-200—THE EDUCATIONAL PROGRAM. The educational program of any good school should impart knowledge and develop

skills; but the development of interests, appreciations, ideals, attitudes, and an understanding of the functioning of all these elements in a democratic society should also be encouraged in a sound educational program. The following principles are presented as guides to assist institutions in securing balance in their total educational program:

3-1-201—*Basic Guides.*

(a) The educational program should be developed from the institution's philosophy and from a knowledge of the needs of its students.

(b) The program of an institution shall be appropriate to serve the educational needs of the fields it serves.

(c) The institution's program shall be sufficiently broad to serve both general and specialized purposes of its students. It should provide a variety of learning experiences through classroom, extra-classroom, guidance, and personal counseling services.

(d) The formation of guiding policies and the design of an institution's educational program shall provide opportunities for co-operative participation by laymen, students, administrators, and faculty members.

(e) Provisions shall be made for individual differences among students, with respect to talent, intellectual capacities, and future interests.

(f) Flexibility in organization and administration shall be provided to serve varying groups and situations.

(g) Resources of the community shall be utilized discriminately to enrich the program.

(h) Each institution shall make a planned and continuous evaluation of the effectiveness of its educational program in accomplishing the objectives or outcomes upon which its staff and board have agreed.

(i) An institution shall be expected to provide not only an initial orientation program but also a continuing program designed to enable the students to adjust to and cope successfully with their work and personal problems.

3-1-202—*Curriculum Patterns.* Schools should plan their curriculum patterns to serve their own students and communities; consequently, the Commission allows considerable latitude in matters of curriculum and course content.

(a) The curricula shall be directly related to the institution's published objectives and shall give evidence of a well-organized sequence of appropriate subjects leading to occupational competence. The curricula shall be published in the institution's catalog or other such publication and shall state objectives specific to each curriculum.

(b) The courses offered shall be available when required by the student in the normal pursuit of a course of study. Prerequisites must be indicated. The prerequisite system must be administered in a fashion that assures proper qualifications of students in any given class, appropriate allowance of credit to students for subject matter previously mastered in post-secondary educational institutions, and an increasing level of difficulty as the student progresses.

(c) The faculty shall participate in a system of continuous curricula revision and improvement. Institutions are encouraged to consider curriculum changes designed to fit students' needs as determined by a survey or other fact-gathering procedure, such as community surveys related to educational needs.

(d) The curricula shall be predominantly devoted to business and business-associated needs; however, the institution shall encourage inclusion of general education subjects which contribute to breadth or balance in any course of study.

3-1-203—*Instruction.*

(a) Accredited institutions shall provide personnel, physical facilities, and favorable conditions for effective classroom instruction.

(b) A total pattern of successful instruction includes special components which accredited institutions shall provide. Included are: (1) well-defined instructional outcomes, (2) systematic planning, (3) the selection and use of varied types of learning materials and experiences, (4) the adaptation of organization and instructional

procedures to student needs, (5) the use of varied evaluation instruments and procedures, and (6) good teacher and student morale.

3-1-204—*Extra-Classroom Activities.* Colleges shall maintain a reasonable program of extra-classroom activities, based on well-defined purposes, and designed primarily to serve important educational needs of their students. Business schools are expected, where possible, to encourage and maintain such programs. Participation and membership in activities shall be governed by democratic principles.

3-1-300—ORGANIZATION, ADMINISTRATION, AND CONTROL.

3-1-301—*Organization and Administration.* The ownership, control, and type of legal organization of the institution shall be stated in appropriate publications, together with the names of the administrators and officers.

The integrity of an institution is manifested and judged by the professional competence, educational experience, personal responsibility, and ethical qualifications evidenced by each and all individuals comprising the ownership, management, or control of an accredited institution.

(a) In evaluating the administration, emphasis shall be placed upon the manner in which functions are performed. Attention shall be given to such matters as: administration of academic matters; admissions; board of control; financial administration and supervision of the plant and equipment; overall administrative system; and, student personnel services.

(b) The method of administration shall be such that each employee clearly understands all duties and responsibilities, the person to whom each employee reports, and the standards by which the success of each employee's work is measured.

(c) In the administrative organization of the institution, the professional nature of the teacher's occupation shall be protected and defended. No institution will be accredited where there is evidence that the instructor's work has been reduced to a clerical operation or where the academic freedom of the teacher is impaired.

(d) The faculty of the institution shall be academically qualified for post-secondary instruction and adequate for the size of the student body.

(e) There shall be evidence of faculty participation in administration through faculty meetings and by other means.

(f) The annual budget for teachers' salaries, instructional resource center improvements, curriculum revision, and teacher improvement shall be adequate in the light of the stated educational objectives of the institution.

(g) The accounting system of the institution shall be modern and complete and shall present an accurate picture of the financial status of the institution.

3-1-302—*Financial Stability and Reputation.*

(a) The institution shall have adequate financial resources to meet its responsibilities and to insure continuity of service. The amount of tuition received from students must be adequate to provide a suitable program; the amount of debt must not burden the educational objectives of the institution; the proportion of budget devoted strictly to instructional programs must be adequate; and the financial reputation of the institution in its community must be good.

NOTE: The Commission publishes a separate document, "Guidelines for Filing Financial Reports," which is furnished to all applicant and accredited institutions. Extra copies are available on request.

(b) All institutions accredited by the Accrediting Commission of the Association of Independent Colleges and Schools may be required from time to time

(1) to furnish reports designed to reveal data concerning the nature of operations of the institutions under any or all federal and state programs of financial aid and to determine, by way of illustration, the rate of dropouts of students and causes, therefor.

(2) to submit a signed release authorizing the USOE, HEW, and such other agencies as may be appropriate to make available to

AICS information needed to verify, confirm, and supplement information reported to AICS by the institution.

(3) to provide explanation to AICS of any condition apparently indicative of improper, deficient, or questionable practices in the administration of any program of student financial aid by any institution.

3-1-303—*Records.*

(a) Adequate records shall be kept by each institution relative to the following components of its instructional program: (1) administrative operation; (2) curriculum; (3) guidance; (4) instructional supplies and equipment; (5) library; (6) school plant; (7) staff; (8) student activities; and (9) student personnel.

(b) There shall be on file an official copy or transcript of the high school record for each regularly enrolled student. In addition each file should include personal background information, records of past and current counseling, and detailed attendance records.

(c) Official transcripts for all professional staff members shall be on file in the chief executive's office or in the office of the academic dean.

(d) All basic records and reports such as the student permanent cumulative records, finance, staff, etc., shall be maintained in an appropriate manner so that they will be safe from theft, fire, or other possible loss.

3-1-400—THE ACADEMIC STAFF: INSTRUCTION.

3-1-401—*Faculty.* The Commission will require compliance with the following:

(a) The preparation of faculty members shall be adequate and appropriate to the subject matter taught.

(1) Teachers shall have an educational background equivalent to a standard baccalaureate degree.

(2) The faculty shall represent a reasonable balance in age and years of teaching experience.

(b) Newly employed teachers, whether replacements or additions to the staff, shall have at least a baccalaureate or equivalent degree from a recognized institution of higher learning. An exception may be made for teachers of subject areas not normally taught by teacher training institutions and for teachers of electronic data processing and technical machines provided they are otherwise competent and the school also meets the other faculty standards.

(c) The institution shall provide a systematic program of in-service training for the improvement of the teaching force and the curricula. Such a program shall be specifically related to the institutional objectives.

(d) There shall be evidence of professional alertness on the part of the faculty as shown by membership and participation in educational associations, business, technical or professional organizations, continuance of education, and concurrent related business experience.

(e) The working conditions shall be such as to attract and retain instructors of high quality.

(f) A retirement plan, sick leave plan, study plan or means for other teacher improvement, regular faculty meetings, visitations to other schools, attendance at national and regional educational meetings, and participation in the activities of education associations shall be considered in the evaluation of working conditions.

3-1-402—*Instruction Methods.* Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods. The appropriateness of instructional methods shall be judged by the following criteria:

(a) Individual differences among students shall be adequately recognized.

(b) The progress of a student shall be readily measurable.

(c) The method of instruction shall be appropriate to the subject matter. The *lecture, laboratory,* and *individual progress* or *coaching* methods of instruction, for example, are acceptable teaching methods when used with appropriate subject matter.

3-1-403—*Teaching Load.* The teaching load shall be reasonable in student-teacher ratio, number of subject preparations, number of

periods and hours assigned instruction, and other duties. The maximum teaching load, including night school, shall not exceed 31 clock hours a week. Where class instruction is used, the student-teacher ratio shall not exceed 30:1; where individual instruction is used, the ratio shall not exceed 15:1.

3-1-500—THE ADMINISTRATIVE STAFF.

3-1-501—*Supervision.* The chief executive officer or a specifically designated representative shall be responsible for the improvement of instruction and the professional growth of the instructional staff in service. The staff shall be encouraged to continuously evaluate the program of studies, the student activity program, guidance services, courses of study, instructional procedures, instructional resource center services, and other aspects of the educational program of the institution; the chief executive officer shall also seek to improve the educational program as a result of such evaluation. In small schools without special supervisors, the president shall devote an equal share of time to supervision. In colleges and in larger schools with assistants and special supervisors, the chief executive officer shall devote such time as is required to stimulate and coordinate the program.

3-1-502—*Counseling and Guidance.* Each institution shall designate at least one competently prepared person whose responsibilities, wholly or in part, shall include those of guidance and counseling. The extent of such activity, and the personnel assigned to it, shall be determined by the size and classification of the institution.

3-1-503—*Clerical and Custodial Staff.*

(a) Adequate clerical assistance shall be provided to the professional staff. The qualifications of such personnel shall include, as a minimum, high school graduation or equivalent, and preparation in office and secretarial work.

(b) The custodial staff shall be adequate to maintain the plant so that it is safe, clean, and attractive. Custodians shall meet the legal standards of the state and city pertaining to their training and employment.

3-1-504—*Salaries.* Professional personnel shall be paid adequate salaries to permit a standard of living appropriate for professional persons in the community in which they are employed and to make possible continued professional improvement.

3-1-505—*Administration of Student Financial Aid.*

(a) Each institution participating in Federal Student Financial Aid Programs shall designate at least one competently prepared person whose responsibilities, wholly or in part, shall include student financial aid administration. The extent of this activity and the personnel involved in this activity shall be determined by the size and classification of the institution.

(b) The person or persons so assigned to administer student aid programs must in all cases be a part of the administration. Administrative staff personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.

(c) There shall be evidence of professional awareness on the part of the financial aid officer as shown by membership and participation in state, regional, and national Financial Aid Associations, continuation of, and participation in educational activities which would keep the officer up-to-date on procedures and changes in State and Federal Aid Programs.

(d) The Financial Aid Officer's position is one of service to the student preparing to attend/or attending the institution, and the Aid Officer should be aware at all times of the rationale behind, and ethical obligation involved in, this responsibility.

(e) The Financial Aid Officer in liaison with the person at the institution designated as the fiscal officer has the major responsibility of diligent management of the financial aid program of the institution and together are charged with the proper accounting for, and handling of, the administration of federal funds with which the institution has been charged.

3-1-600—INSTRUCTIONAL RESOURCE CENTER AND MATERIALS.

3-1-601—*Instructional Resource Center.* The instructional resources of the institution shall serve the needs of its educational program.

Audio-visual teaching devices and instructional materials as well as standard library books are to be considered in the evaluation of the instructional resource facilities of the institution. Collegiate institutions are referred to Section 3-3-500 and Section 3-4-500 of these Criteria for additional requirements.

(a) Every institution should have available and easily accessible for faculty and students such standard reference works as a current unabridged dictionary, an up-to-date set of encyclopedia, a current world almanac, thesaurus, recent editions of handbooks appropriate to the curricula, current business periodicals, and other references relative to the educational objectives of the institution.

(b) The variety of volumes and periodicals readily available to students and faculty, recency of publications, appropriateness, and usefulness to the program are major considerations.

(c) The instructional resources may be centrally located or may be distributed throughout the educational plant. Easy access to and use of reference materials and periodicals are of prime importance in determining if the institution is meeting the educational needs of its students and faculty.

(d) An up-to-date, continuous inventory of the instructional materials and media resources available to faculty and students shall be maintained by the institution.

(e) Budget allotments for instructional materials shall be appropriate to meet the educational objectives of the institution's programs.

3-1-602—*Classroom Instructional Materials and Equipment.* Adequate and appropriate types of teaching and learning materials as well as equipment for all areas of the program shall be provided. The quantity and type of the instructional material and equipment required shall be determined by the size of the institution and the nature of the program.

3-1-700—FINANCIAL RELATIONS WITH STUDENTS AND ETHICAL STANDARDS.

3-1-701—*Tuition and Charges.*

(a) The tuition and other charges shall be clearly stated in the catalog of the institution or in a comparable publication readily

available to students and the general public. The existence of any separate or comparable publication containing tuition rates, other charges, refunds, and financial policies must be stated specifically in the catalog of the institution. This schedule of charges must be uniformly administered to all students.

(b) The financial record of the students shall clearly show the amounts of money paid and the balance due for tuition and other charges.

(c) The enrollment agreement or catalog used by an institution must clearly outline the obligations of both the institution and the student and a copy of the enrollment agreement must be furnished the student either by the institution itself or by the institution's representative.

(d) The total tuition for any specific program offered by an institution shall be the same for all persons at any given time, whether sold by mail or by personal solicitation, except for contracts with religious, government or private organizations, and for special payment plans available to all students at the same time.

(e) Terms of payment may be varied by the institution from time to time and from person to person, so long as the tuition charges are uniformly administered.

(f) Announcements of changes in tuition or fees, must state the effective date of the change and be uniformly administered.

3-1-702—*Refund Policy:* The institution must have a definite, equitable, and established refund policy which must be published in the catalog and uniformly administered to all students. The following applies as a minimum policy for all students in all institutions:

(1) NOTICE: Refunds must be made regardless of whether the student provides written notification. The date of withdrawal for refund purposes is the last date of recorded attendance.

(2) CANCELLATION PRIOR TO COMMENCEMENT OF CLASSES BY THE STUDENT: If tuition is collected in advance of entrance, and if the student does not begin classes, not more than $100 shall be retained by the institution. Appropriate refunds for

the student who does not begin classes shall be made within 30 days of the start of the quarter, term or semester.

(3) WITHDRAWAL AFTER COMMENCEMENT OF CLASSES BY THE STUDENT:

(i) For programs of more than three months (or one quarter) in length and up to one year (12 calendar months), in cases of withdrawal after commencement of classes by the student, the following refund policy will be acceptable:

During the first week of classes the institution may retain 10% of the stated tuition, thereafter,

During the next 3 weeks of classes the institution may retain 20% of the stated tuition, thereafter,

During the first 25% of the course the institution may retain 45% of the stated tuition, thereafter,

During the second 25% of the course the institution may retain 70% of the stated tuition, thereafter,

The institution may retain 100% of the stated tuition.

Units of credit earned is not the criterion in implementing this policy; rather, it is the amount of time attended.

Any unused portion of the book fee will be refunded.

(ii) For programs longer than one year (12 calendar months) in length, 100% of the stated tuition attributable to the period beyond the first year will be refunded when the student withdraws during the prior period.

(iii) For institutions which only collect tuition for a period of time up to but not greater than a quarter, or for institutions that have programs of 3 months or less, including so-called "short courses," a policy is encouraged which provides for a stated and equitable refund in cases of discontinuance for reasons clearly beyond the control of the student. Such an apportionment policy may include retention by the institution of a reasonable amount in excess of prorata charges for the time in actual attendance to partially compensate the institution for those expenses not diminished by the student's discontinuance.

(g) Any correspondence regarding cancellation and settlement between the student and the institution, banks, collection agencies, lawyers or any third persons representing the institution, must clearly acknowledge the existence of the cancellation and refund policy.

(h) If promissory notes or contracts for tuition are sold or discounted to third parties, the institution must comply with the cancellation and refund policy outlined in this section. Holders in due course are to be notified of the policies of the institution.

(i) Business practices used by the institution must reflect sound ethical procedures.

3-1-800—THE SCHOOL PLANT.

3-1-801—*Site.* The site shall be readily accessible, free from traffic hazards and other dangers, free from distracting noises, extensive enough to provide for all instructional and recreational needs, attractive in appearance, and properly maintained.

3-1-802—*School Plant and Equipment.* The buildings, classrooms, equipment, furniture, grounds, instructional devices, instructional facilities, machinery (if any), and other physical requirements of the educational program shall be appropriate and shall contribute directly to the achievement of the educational objectives of the institution. The physical plant shall meet the general tests of safety, usefulness, cleanliness, high maintenance standards with provision for improvement and expansion, adequate health standards, adequate lighting facilities, and compliance with any local or state laws governing physical facilities, particularly with respect to fire, safety, and sanitation. If the plant is not owned by the institution, evidence of long-term occupance and lease, or other evidence, shall be presented to demonstrate the stability of the institution.

3-1-900—ADMISSION; GRADUATION; STUDENT SERVICES; SCHOLARSHIPS.

3-1-901—*Admission Policies.* The admission policies shall be based upon the institution's objectives, shall be publicly stated, and shall be administered as written.

(a) Normally the requirements for regularly admitted students shall be graduation from high school or its equivalent.

(b) Institutions are not precluded from admitting students who are beyond the age of compulsory school attendance or who may be otherwise specially circumstanced such as:

(1) Financial sponsorship through contractual arrangements with public or private organizations, or,

(2) Identified needs requiring remedial subjects as a supplement to the regular curricula,

(3) Particularized provision of state law authorizing the acquisition of the secondary school credential incidental to satisfactory progress in a post-secondary program.

(4) Innovative post-secondary programs specially described to the Commission.

(c) The admission policy for adult and continuing education programs must be appropriately stated and administered for such students.

(d) The admission policy of the institution shall not discriminate in the selection of students in any way, regardless of the institution's own religious affiliation with any other type of educational institution, the nature of its legal organization, or the source of its financial support.

(e) It is the responsibility of the institution to maintain student records which fairly reflect the basis for admission of each student.

3-1-902—*Graduation and Awards.* The institution shall confer certificates, diplomas, specialized or academic degrees consistent with its objectives and classification and in compliance with applicable state laws. Where state laws are silent with respect to the right of an institution to confer certificates, diplomas, or degrees, the practice of the institution shall be consistent with the practices of post-secondary or collegiate education in the general geographic area in which the institution is located.

Requirements for graduation shall be clearly stated in the catalog of the institution and shall be uniformly applied.

3-1-903—*Student Recruitment.* The Commission shall examine carefully the recruitment methods of the institution. The proportion of the total institution's budget used for purposes of recruitment shall not be excessive.

(a) The words Guarantee or Free shall not be used by any institution for advertising or sales promotion purposes.

(b) An institution must assume full responsibility for the actions, statements and conduct of its representatives and must, therefore, select each of them with the utmost care, provide them with adequate training, and arrange for constant and proper supervision of their work.

(c) It shall be the responsibility of each institution, through the medium of sales manuals, bulletins, or other similar means, to see that each of its representatives is fully informed as to its courses, services, tuition, terms, and operating policies.

(d) It shall be the responsibility of an institution to conform to the laws and regulations of each of the states in which it operates, and in particular to see that each of its representatives working in any such state is properly licensed or registered as required by the laws of that state.

(e) Representatives of an institution shall not be permitted to use any title that tends to indicate that their duties and responsibilities are other than they actually are or that they have special qualifications for guidance, counseling, etc., which they do not in fact possess or that are called for by the nature of their work.

(f) An institution shall not permit its representatives to encourage any students to leave an educational institution where they are in attendance, nor shall any institution seek to induce students to change their plans after the students have signed an enrollment form and paid a registration fee to another institution.

(g) An institution and its representatives shall refrain from all statements relating to the character, nature, quality, value, or scope of educational programs offered by other institutions, or the resources or ability of such institutions to fulfill their obligations.

3-1-904—*Student Personnel Services.* Student personnel services shall be provided to make the total program of each student effec-

tive, meaningful, and complete in light of the institution's objectives. The following areas shall receive special consideration:

(a) Orientation activities shall help new students adapt to the institution.

(b) The student record shall provide complete and useful information about the student's educational and personal background, including: courses taken, credits and grades received, and dates of institutions attended; certificates, degrees earned, or diplomas; and other pertinent information.

(1) The student's scholastic record form shall permit easy and accurate preparation of transcripts of educational records to support transfer, placement, reports to the armed services or government agencies, and other needs. Except for institutions with exclusively vocational objectives, credit for each subject studied shall be indicated in terms of semester hours or other units easily converted to semester hours (or like units) by the use of a simple, stated formula. The grading system used shall be fully explained on the transcript form.

(2) A numerical or other logical system shall be used on transcripts and records to indicate course progression or level of difficulty.

(c) A system of educational, occupational, and personal guidance counseling shall be provided to give systematic aid to pupils in making adjustments to various types of problems which they meet—civic, educational, personal, social, and vocational.

(1) Personnel, physical facilities, and materials shall be adequate for effective guidance and counseling services to the institution's students.

(2) There shall be sufficient number of counselors to permit individual conferences with students as needed, provision for teacher counselors for small groups, related pupil information for effective counseling, appropriate test data, an adequate system of student records, and sufficient reference materials.

(d) Guidance and supervision shall be provided in extracurricular activities.

(e) Each institution shall maintain placement assistance and post-school follow-up studies for its graduates. Such placement assistance service shall be encouraged with respect to reciprocity among all AICS member institutions. An institution shall not guarantee the placement or the starting salary of its graduates either directly or by implications.

(f) Health and safety services shall be provided. Each institution should have available services supplementary to other agencies in the community to aid students in maintaining good physical and mental health. Included in the institution's health program should be such provisions as health and safety instruction. Professional health personnel should be available part time or on call.

(g) If the institution serves students who live away from home, the Commission shall evaluate the system used by the institution to provide housing and food. The institution should accept reasonable responsibility for ascertaining that its students are appropriately housed.

3-1-905—*Scholarships and Grants in Aid.*

(a) Institutions may participate in scholarship programs with Commission approval. Tuition deductions, free services, or any plan which is merely a deduction from the published rates are not permitted. Approved scholarship programs shall be printed with complete details in the institution's catalog.

(b) Institutions may offer scholarships or financial aid with the approval of the Commission on the following basis:

(1) GENERAL scholarships may be granted provided the scholarship shall cover the total tuition charge for the entire period for which it is granted and which shall not be less than one academic year (9 months) in length. The number of general scholarships offered by any institution shall not exceed a ratio of one to every 25 students in regular daily attendance in the institution. All other types of general scholarships are strictly forbidden.

(2) FUNDED scholarships are permissible when made available through funds granted by a recognized independent source external to the institution, such as a trust fund, or a business, professional, or civic organization.

(3) General, funded, matching, and all other types of scholarships or grants-in-aid from any source must be reported to the Commission for review and approval. Subsequent to approval they must be published completely in the institution's catalog with full disclosure of the dollar value, the number, the source, application procedures and the basis for selection.

(c) Institutions will limit the use and application of the term "scholarship" to its publicly and generally accepted meaning. It is expressly prohibited for an institution to refer to a fully paid tuition agreement as a "LIFETIME" or "FULLY PAID" scholarship.

(d) Financial aid in the form of a work-study program (so called "work" or "service" scholarships) may be granted provided the remuneration paid is not in excess of current local rates for comparable services. It is expressly prohibited for an institution to refer to such financial aid as a scholarship.

3-1-906—*Procedures for Approval of Scholarships and Grants in Aid.*

(a) When an institution seeks approval to offer a scholarship or grant-in-aid program or to revise its current programs, it shall submit full details of the plan to include amount, number, source, application procedure, administration and basis for award and selection to the Commission for approval in advance of publication.

(b) Any plan which does not meet the above definitions and procedures will not be approved. Any device or plan which is merely a deduction from the announced tuition rates of an institution when not uniformly applied to all students is prohibited.

(c) The Executive Secretary is delegated authority to approve scholarships and grant-in-aid plans consistent with the criteria listed above.

3-1-1000—PUBLICATIONS.

3-1-1001—*Catalog.* Each institution shall publish, or shall have published, an appropriate catalog of its operation and services with consideration given to the following items: accreditation, affiliations, admission requirements, calendar, curricula offered, date of

publication, description of building, expenses, fees, graduation requirements, institutional objectives, legal control, list of the faculty (including degrees held and institutions from which received), list of trustees, memberships, refund policy, room and board accommodations, rosters, rules and regulations, scholarships, student services, table of contents, etc.

NOTE: The Commission publishes a separate document, "A Checklist of Requirements for an Acceptable Institutional Catalog," which is furnished to all applicant and accredited institutions. Extra copies are available on request.

3-1-1002–MULTIPLE SCHOOL CATALOG CRITERIA.

(a) All institutions utilizing a common catalog must be of common ownership.

(b) Pictures of the physical facilities of any of the institutions must be captioned to identify the particular institution depicted; and if a picture of the classroom and administrative building and/or dormitory(s) of one institution is used, pictures of the same facilities of the other institution(s) must also be used and identified.

(c) The faculty and staff of each separate institution and the members of the general administration exercising supervisory responsibility for the group of institutions must be clearly identified with respect to each institution and the overall administration.

(d) Any information contained in the catalog that is not common to all institutions in the group should be presented in such manner that no confusion, misunderstanding, or misrepresentation is possible.

(e) In all other respects the catalog must comply with the existing Criteria of the Commission.

3-1-1003—*Advertising.* Any advertisement or piece of promotional literature written or used by an institution must be completely truthful and must be prepared and presented with dignity and in such a manner as to avoid leaving any false, misleading or exaggerated impressions with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates.

(a) All advertising and promotional literature used by an institution must clearly indicate that training or education, and not employment, is being offered.

(b) All advertising and promotional literature must include the correct name of the institution. So-called "blind" advertisements are considered misleading in character.

(c) Institutions using classified columns of newspapers or other publications to procure students must use only such as are headed by "Education," "Schools" or "Instruction." "Help Wanted," "Employment" or "Business Opportunities" classifications may be used only to procure employees for the institution.

(d) Letters of endorsement, commendation or recommendation may be used in institutional catalogs, sales literature or advertising provided prior consent is obtained and no remuneration is made for either the consent or use of the endorsement. Such letters shall be kept on file and subject to review. Testimonial letters may be used only when they are strictly factual and portray currently correct conditions or facts.

(e) For general publications (catalogs, letterheads, brochures, promotional literature, etc.) institutions shall state the fact of accreditation as follows:

Accredited Member, Association of Independent Colleges and Schools, or

Accredited by the Accrediting Commission of the Association of Independent Colleges and Schools.

For mass media (newspapers, magazines, radio and television) where there are time and space limitations, accredited institutions may state the fact of accreditation as follows:

Accredited Member AICS, or Accredited by the Accrediting Commission of AICS.

Permissible also is the statement, or an approximation thereof, that:

The Accrediting Commission of AICS is designated as a Nationally Recognized Accrediting Agency by the United States

Office of Education under the Provisions of Public Law 82-550 and subsequent legislation which requires the evaluation of such agencies and issuance of an official list by that office.

Not permissible is the use of such statements as "fully accredited" nor "accredited" without including the name of The Accrediting Commission of AICS.

An institution will not use the term "accredited" unless it is in fact accredited by the Accrediting Commission of AICS or has affirmative authority under State law. Any reference to State Authority for status as "registered," "approved," or "accredited" must name the state extending the approbation and must accurately reflect the identity of the state agency.

3-1-1100—PROCEDURES AND CRITERIA FOR EVALUATION OF INSTITUTIONS WITH SPECIALIZED OFFERINGS.

3-1-1101—OBJECTIVE. It is recognized that institutions primarily organized to train students for business careers may find occasion to better serve their constituency—the student, the community, and the employers—by providing certain supplemental learning opportunities in areas of selected nonbusiness skills.

To establish and maintain standards and insure appropriate quality for these specialized offerings in the accrediting process, the following definitions, procedures, and Criteria have been established.

3-1-1102—BASES OF ELIGIBILITY FOR EVALUATION OF INSTITUTIONS WITH SPECIALIZED OFFERINGS

(a) Definition—A specialized offering shall be defined as a course or program not traditionally identified as a directly related business course or program. Examples of such specialized offerings may include, but are not limited to categories of: basic electronic technology, elementary engineering skills, and other similar vocations.

(b) An institution, to be eligible for consideration by the Accrediting Commission, must be predominantly organized to train students for business careers.

3-1-1103—PROCEDURES

(a) An accredited institution seeking to initiate a specialized offering shall file a letter of intent with the Accrediting Commission at least 30 days prior to the enrollment of any students in the specialized offering. This letter must include justification of the proposal backed by market survey data, the starting date, the approximate number of students to be enrolled, course outlines, physical facilities to be used, brochures, catalog descriptions, employment opportunities, and such other information as the Commission may deem appropriate.

(b) Within 10 days following the commencement of classes, the Commission will be notified of the exact class starting date, the number of students enrolled in the special offering, and the staff names and credentials.

(c) On receipt of the "start-notice," the Accrediting Commission shall initiate the accrediting process by providing the institution with a formal application for accreditation of the specialized offering. This formal application will include a self-evaluation questionnaire to be completed by the institution. This evaluation will provide details concerning the program and an examination of the validity of the institution's concern for specific local needs in providing this special area of education. The formal application and self evaluation must be returned to the Commission within 90 days from the date classes commenced.

(d) Nonaccredited applicant institutions which offer nonbusiness courses will be evaluated for their total range of programs and will be judged by these specialized criteria as well as the entire criteria.

(e) On receipt of the executed application and self-evaluation forms, the Commission will appoint a visitation team to conduct an on-site evaluation of the institution and its special offering. This team may include at least one representative from a similar institution accredited by the Accrediting Commission, one representative who is either a staff member of AICS, a Commissioner or Past Commissioner, and one Subject Specialist who possesses educational background and practical experience in the specialized field.

(f) The selection and qualification of examiners for specialized course offerings shall be determined by the Executive Secretary of the Commission. Subject Specialists shall include professionals with licenses, memberships, skills, reputation, and experience, and shall be qualified by law where applicable or required by the occupational objective. Through a careful selection of Subject Specialists, the Commission seeks to provide uniformity and consistency of the evaluation procedures.

The executed application and self-evaluation forms will be supplied to the visitation team for study prior to the on-site evaluation and for verification and comparison during the evaluation.

(g) The Commission encourages sound innovative educational endeavors designed to serve the needs of the student and the community. On the other hand, it must remind the institution that because of its existing institutional accreditation, these specialized offerings must conform to the existing accreditation standards of the institution, where applicable, as approved by the Commission.

Accredited institutions must therefore understand that initiating a new program of special offerings may bring the entire institution's accreditation under review.

(h) Following the report of the evaluation team, the appropriate Commission Council will consider the application and make recommendations to the full Commission.

(i) Should accreditation of the specialized offerings be withheld, the institution shall be notified, in writing, of the deficiencies and advised that appropriate corrections must be made prior to the completion of the first class, or not later than 9 months from the date classes commenced—whichever occurs first.

(j) In the event that the institution fails to correct the deficiencies to the satisfaction of the Commission, within the above prescribed time, the entire institution will be scheduled for re-evaluation and the institution will be so notified.

(k) Each specialized offering in an accredited institution will be evaluated once independently and will then become a part of the regular accreditation cycle.

3-1-1110—SPECIALIZED CRITERIA

3-1-1111—*Philosophy and Objectives.* Each institution should clearly define the objectives of each specialized offering and should incorporate this definition into a statement which is a pronouncement of its particular role in the educational program of the institution. The institution's integrity is measured not only in terms of its stated purpose, but also in terms of its conscientious endeavor to fulfill the purposes of its specialized offerings. The formulation of the statement of objectives for a specialized offering is a major decision and basic changes should be made only after proper consideration and approval by the appropriate governing body. The faculty should be encouraged to take the initiative in recommending changes in these programs.

The faculty, physical plant, and educational program should be adequate and appropriate to meet the stated objectives of the specialized offerings. These objectives should contribute to the existing and projected needs of the local community.

3-1-1112—Specialized Offerings May Be Established in:

(a) Business Schools

(b) Junior Colleges of Business

(c) Senior Colleges of Business

3-1-1113—*The Educational Program.* The structure of specialized offerings should impart sufficient knowledge and develop adequate skills which fulfill the requirements for specific job objectives. Included also for successful instruction are well-defined instructional outcomes; the selection and use of varied types of traditional and contemporary experience and learning materials; and the use of varied evaluation instruments and procedures in an ongoing educational pattern.

3-1-1114—*The Academic Staff*: Instruction. The academic preparation of faculty members should be adequate for the particular area in which they teach and include practical experience appropriate for the specialized course offerings. The institution will comply with all local, state, and federal requirements as to staff qualifications.

The faculty members should be encouraged to participate in continuous review and updating of course presentations.

3-1-1115—*The Resource Center and Instructional Materials.* In addition to the stipulations set down in Section 3-1-600, the resource center should contain an adequate supply of books, periodicals, and other reference materials appropriate for the specialized offerings. In specialized offerings it is even more important that the facilities include adequate multimedia and audio-visual equipment, films, and other teaching assistances for classroom instruction.

3-1-1116—*Facilities.* Adequate classrooms, laboratories, and shop areas will be provided in accord with accepted educational standards. The facility will be well maintained and free from hazards and distracting noises. The institution will comply with all local, state and federal laws governing fire, safety, and sanitation.

Appropriate stations, equipment, and supplies for in-training experience should be available in sufficient quantities for adequate student participation.

3-1-1117—*Admissions; Graduation; Placement.*

(a) Admission Policies—The admission policy shall conform to the institutional policy as provided in Section 3-1-900.

Should the special offerings be an adult educational program or serve special students in a limited program not requiring high school graduation, the institution will develop and publish an admission policy consistent with the background normally required of those engaged in the occupation. This policy will be uniformly administered to all students and evidence will be maintained to show that the student is fully qualified to study the subject matter for which the student is enrolled.

(b) Graduation and Awards—The institution shall confer certificates or diplomas for specialized offerings consistent with its objectives and in compliance with applicable state laws. Where state laws are silent with respect to the right of an institution to confer certificates, diplomas, or degrees, the practice of the institution shall be consistent with the practices of post-secondary or

collegiate education in the general geographic area in which the institution is located.

Requirements for graduation shall be clearly stated in the catalog of the institution and shall be uniformly applied.

(c) Placement—At the time of evaluation the institution shall be required to submit full placement statistics or evidence of placement opportunities for graduates of these special offerings. These shall include a demonstration of the availability of job opportunities in this vocation and in the immediate geographic area. Also included in this report shall be a summary of the preliminary market analysis with respect to the basis for originating the specialized offering. The placement report shall be in such detail to allow the evaluators to conduct follow-up sampling of the effectiveness of the specialized offering.

Chapter 2 INSTITUTIONS IN TRANSITION

3-2-100—DEGREE AUTHORITY AND INSTITUTIONS IN TRANSITION.

3-2-101—*Specialized Associate Degree Programs.* When an accredited institution seeks the concordance of the Commission to offer an associate specialized degree for programs of not less than two academic years and for which it has state authority, the school will apply to the Commission. The application shall include:

(a) A certification that the school will offer the degree in accordance with appropriate standards—semester or quarter hours of instruction, level of difficulty of courses, faculty, library, and curriculum.

(b) Detailed information to support the above certification and documentation of state authorization for the offering of such degree.

(c) Granting of the associate in arts or associate in science degree is limited to junior or senior colleges of business or recognized candidates for such accreditation.

The Commission may grant or withhold its concurrence for the offering of such degree, or defer such action pending the completion of such evaluative procedures as it may initiate.

3-2-102—*Offering of Non-Standard Degrees.* When an institution offers a non-standard degree, accreditation consideration shall begin only after a responsible official of the institution certifies that no student shall be enrolled thereafter for the non-standard degree program. Such an institution shall be permitted to change such degrees to standard degrees otherwise conforming with the Criteria of the Commission. Any subsequent change that would affect the degree-granting policy and the accreditation status of a school shall require consultation with the Commission.

3-2-200—INSTITUTIONS IN TRANSITION; RECOGNIZED CANDIDACY

3-2-201—*Planning and Process.* These procedures are designed to establish an orderly basis to plan the transition of an institution from the category at which it is presently accredited to one to which it aspires. Any presently accredited institution planning such a transition should communicate with the Commission. The transition process is a major undertaking and should be planned carefully. The decision to change should be made well in advance, and prompt notice should be sent to the Commission office along with the projected schedule of transition. There should be a full review of the Commission procedures with the institutional governing body, administration and faculty.

If the Commission, after reevaluating the institution, determines to its satisfaction that there is a reasonable assurance of reclassification when measured by these criteria, the Commission may accord the institution the status of *Recognized Candidate.* The basis for the Commission's judgment is that, in its opinion, there is satisfactory assurance that the institution has evidenced significant compliance with each of the evaluative criterion appropriate to the category of accreditation to which it aspires such that in the aggregate, the progress of the institution, as determined by the Commission, is substantial.

The procedures to be followed by an institution seeking accreditation as either a Junior College of Business or Senior College of Business are designed to assure retention of the existing grant of institutional accreditation until the first associate degree or baccalaureate degree class, as the case may be, graduates and to provide recognition of the institution's progress during the transitional period. The designation of *Recognized Candidate for Junior College of Business Accreditation* may be granted during the first year of the matriculation of students into a collegiate-level program. The designation of *Recognized Candidate for Senior College of Business Accreditation* may be granted during the first junior class year. This status means that the Commission, having measured the institution against the criteria of the category to which it aspires, is satisfied that there is a reasonable assurance of reclassification. Meanwhile, the institution remains accredited in the category previously and regularly granted by the Commission.

3-2-202—*Preliminary Institutional Action.*

(a) The president of an institution contemplating the transition to *Recognized Candidate* status should notify the Executive Secretary of the Commission of the schedule and basic plans for the transition. Included with the notice should be a statement which explains legal authorization for the transition. Implicit to the notice will be a request for appropriate visits.

(b) The institution shall present to the Commission a written document outlining a planned appropriate collegiate curriculum including business and general education courses and prerequisites, a projected timetable or schedule for upgrading of the faculty and library, as well as plans for meeting other requirements for the different accreditation.

(c) The institution shall publish and file with the Commission a college catalog acceptable to the Commission and which meets the Criteria requirements for a junior or senior college of business, as the case may be.

(d) The institution shall present affirmative evidence that the library of the institution meets all requirements of the library Criteria for the level of accreditation for which application is made except with respect to extent and breadth. Holdings must be appropriate and representative of the subject areas offered, including general education.

(e) The institution shall provide affirmative evidence that the physical plant, furnishings and equipment, and philosophy of the institution (as stated in the catalog and reflected in its recruitment and admissions policies) are appropriate to a developing institution at a point in time at which it begins the matriculation of students in the program for which approval is requested.

3-2-203—*Evaluation as a Prelude to Recognized Candidate Status.* When the institution has affirmatively demonstrated readiness to seek a new accreditation classification, the Commission will conduct an evaluation, including a preliminary site visit. This evaluation will be similar to standard Commission evaluations for the category of accreditation to which the institution aspires.

3-2-204. Action of the Commission to grant or not to grant *Recognized Candidate Status* will take place only upon the completion of all the transitional steps set forth in this chapter.

3-2-205—*Responsibility of Recognized Candidates.*

(a) While the institution remains accredited in category previously granted, the status of *Recognized Candidate* for the category of accreditation to which it aspires will be granted for a period of 2 years for Junior College of Business and 3 years for Senior College of Business. This status is subject to removal or extension from time to time by the Commission after consideration as disclosed by requisite progress reports, in addition to such other procedures which may include on-site visitations as may be ordered by the Commission.

(b) An accredited institution designated as a *Recognized Candidate for Junior College of Business Accreditation* will be allowed 2 years in which to meet all criteria for Junior College of Business accreditation, unless the Commission extends the time. An accredited institution designated *Recognized Candidate for Senior College of Business Accreditation* will be allowed 3 years in which to meet all criteria for Senior College of Business accreditation, unless the Commission extends the time.

(c) During the period in which the institution holds *Recognized Candidate* status, regular reports must be filed with the Commission. Unsatisfactory progress, as determined by the Commission, would be grounds for revocation or non-renewal of *Recognized Candidate* status.

(d) Prior to the termination of the period for which the status of *Recognized Candidate* has been granted, it is the responsibility of the institution to file a new application for extension if the institution has not achieved accreditation in the category to which it aspires. The status of *Recognized Candidate*, granted previously, expires automatically with the passage of time unless extended by special decision of the Commission upon timely petition of the institution.

(e) The Commission will not consider granting the status of *Recognized Candidate* unless the institution has timely submitted all reports and paid all fees.

(f) A decision by the Commission not to grant an institution the status of *Recognized Candidate* is considered for purposes of an appeal by the institution similar to the withholding of accreditation. As in the case of any new applicant, in the event that *Recognized Candidate* status or an extension thereof is not granted, the Commission will give reasons for the deferral or denial. The matter will be governed by the procedures described in Title II, Chapter 2, Initial Applications; Chapter 5, Negative Actions.

3-2-206—*New Classification.* The institution which seeks the new accreditation classification is required to plan carefully for that new classification. The use of a qualified Commission-approved consultant, as well as Commission aid, is strongly recommended.

(a) When an institution has been granted the status of *Recognized Candidate* to either a junior or senior college of business prior to obtaining accreditation as a junior or senior college, the institution may make appropriate announcements on letterheads, catalogs, and other publications, but only for the time prescribed.

(b) A degree-granting institution moving to a non-degree classification may not enroll students in a degree-granting program after the date on which the notice of the new classification is received from the Accrediting Commission. Moreover, the institution is obligated to offer appropriate courses so that currently enrolled students, who have entered the program in good faith, will be able to complete the program and receive their degrees. For this purpose this period of time shall not extend beyond two years for two-year programs or four years for baccalaureate programs.

Chapter 3 ADDITIONAL CRITERIA FOR JUNIOR COLLEGES OF BUSINESS

NOTE: Institutions already accredited as Business Schools and aspiring to become Junior Colleges of Business should carefully consider Title III, Chapters 1 and 2.

3-3-100—ELIGIBLE INSTITUTIONS.

(a) In order for a junior college of business to be considered for accreditation, an institution shall have been in continuous service for a period of time sufficient to make possible an evaluation of the programs; and, shall have offered its principal program for at least three years.

(b) A junior college of business confers upon graduates an appropriate diploma or associate degree, provided the institution is legally authorized under the laws of its state to grant the associate degree. The associate degree or diploma of a junior college of business requires the completion of a minimum of 60 standard semester hours earned over a period of four semesters of 14 to 19 weeks of instruction each, or 90 quarter or term hours earned over a period of six quarters or terms of 10 to 12 weeks of duration each, or the equivalent thereof. Normally a class hour refers to a net of 45 to 50 minutes of class time.

(c) Transfer credit for appropriate work in other collegiate institutions is granted or may be contemplated.

(d) An accredited college is not barred from offering other programs of shorter or longer duration than two years, provided they are taught at the collegiate level, except for specially circumstanced programs. Appropriate consideration shall be given to colleges enrolling less than full-time students.

(e) Based on total enrollment, a reasonable number of associate degrees or diplomas must have been conferred during each of the three years preceding application for accreditation. Should the average number of degrees or diplomas granted annually over the previous three years fall below ten (10), an explanation by the

chief executive officer of the college shall be included in the application for accreditation.

3-3-101—PHILOSOPHY AND OBJECTIVES.

The junior college of business places greater emphasis on achievement beyond the purely vocational; frequently, objectives require courses of considerable breadth, including general education, citizenship, research, etc. In addition to occupational objectives dependent upon skills, students are prepared for state-conferred designations or licenses upon examination.

3-3-200—THE EDUCATIONAL PROGRAM.

3-3-201. The curriculum is the usual means by which the objectives of a college are achieved. Hence, each institution applying for accreditation shall be expected to show that it offers courses appropriate to its specific goals and objectives, including an adequate program of general education, basic business education, and business courses related to the objectives of the institution. The organization of the curriculum shall be of service to the students and shall be determined by each institution.

3-3-202. Of the total credits for the associate degree or diploma, a minimum of 30 standard semester hours, or equivalent, in business or economic subjects and at least 16 standard semester hours, or equivalent, in general education are required. General education courses include subjects other than business that give breadth and balance to the total program. Economic principles, economic history, and economic geography may be included in either category. For purposes of accreditation, the term *general education* is defined to describe those courses covering the major areas of knowledge other than business courses. The framework of the general education program shall embrace work in all or most of the following fields: communication arts, fine and practical arts, languages, literature, mathematics, psychology, and social science. The college also may elect to make offerings from the following fields: biological science, health education, humanities, recreation, religion, and physical science. A list of suggested course titles that would be acceptable is available from the Commission.

3-3-203. Junior colleges of business may offer work in fields such as accounting, business administration and management, economics and finance, marketing, and secretarial science. Second-year work in these business areas shall be offered and based upon appropriate first-year prerequisites.

3-3-204. The curricula shall approximate, quantitatively and qualitatively, the standards in effect in recognized collegiate institutions offering associate degrees in business with due allowance being made for meeting regional or other special objectives. Instructional procedures, texts, and materials shall be suited to the purposes, curricula, and standards of collegiate instruction.

3-3-205. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled and conducted classes and laboratory work.

3-3-300—ORGANIZATION, ADMINISTRATION, AND CONTROL.

In evaluating the administration, emphasis will be placed upon the manner in which functions are performed. Attention shall be given to such matters as the board of control, the overall administrative system, the administration of academic matters, student personnel services, the financial administration, and supervision of the plant and equipment.

3-3-400—THE ACADEMIC STAFF: INSTRUCTION.

3-3-401. In no case shall the faculty number fewer than four full-time or full-time equivalent faculty members who shall be representative of the principal areas of instruction offered by the college.

3-3-402. In judging competence, consideration shall be given to the academic preparation and business experiences of each teacher. At any one time, no teacher should be assigned to teach in more than three fields of instruction, and preferably in not more than two fields. Teachers shall be assigned in terms of their major and minor preparation, interests, and related business experience. At least one-half of the faculty teaching second-year classes shall have the master's degree, LL.B., J.D., C.P.A., or other approved professional equivalents. Attention shall be given to the proportion

of the faculty which has attended or has been graduated from the college being evaluated.

3-3-403. Teaching loads shall not be greater than 20 credit hours per week, including evening classes. Consideration shall be given also to the number of clock hours of regularly assigned instruction, which shall not exceed 25 per week, and the number of different preparations required.

3-3-404. Teachers shall be appointed by the official action of the board of control, upon recommendation of the designated administrative officer. Notices of appointment shall be in writing and contain all the conditions of employment, including the period of time for which employment is offered. Such notices, when accepted in writing by the staff member, constitute the contract between the individual and the college. Preferably, appointments should be made for a term of one to three years, renewable for stated periods, if work is satisfactory.

3-3-500—THE LIBRARY AND INSTRUCTIONAL MATERIALS.

The library shall be under the direction and supervision of a trained librarian with a sufficient number of assistants to provide an adequate staff for the library. An adequate, annual, budgetary allowance shall be expended for the purchase of books, periodicals and other materials, and for salaries of librarians and assistants.

The Dewey Decimal, Library of Congress, or other appropriate system of classification should be used; and records of circulation, books and periodicals, inventory data, and finances shall be accurate and up to date.

A library for a junior college of business shall contain up-to-date volumes appropriate to the size of the institution and the breadth of its offerings, as well as magazines and essential professional periodicals.

Chapter 4 ADDITIONAL CRITERIA FOR SENIOR COLLEGES OF BUSINESS

NOTE: Institutions already accredited as Junior Colleges and aspiring to become Senior Colleges of Business should carefully consider Title III, Chapters 1 and 2.

3-4-100—ELIGIBLE INSTITUTIONS.

(a) In order for a senior college of business to be considered for accreditation, it shall have been in operation as a four-year college for a period of time sufficient to make possible an evaluation of its programs; and, it shall have graduated at least three four-year classes.

(b) The institution shall be legally authorized by the appropriate state agency to confer baccalaureate degrees. A baccalaureate degree shall require the completion of a minimum of 120 standard semester hours normally acquired and earned over a period of 8 semesters of 14 to 19 weeks of instruction each, or 180 quarter or term hours normally earned over a period of 12 quarters or terms of 10 to 12 weeks of instruction each. Normally, a class hour refers to a net of 45 to 50 minutes of class time.

(c) Transfer credit for appropriate work in other collegiate institutions is granted.

(d) An accredited college is not barred from offering programs of one or two years in length, provided that all programs, except for those specially circumstanced, offered by the college are taught at the level of collegiate instruction.

(e) Based on total enrollment, a reasonable number of baccalaureate degrees must have been conferred during each of the three years preceding application for accreditation.

3-4-101—PHILOSOPHY AND OBJECTIVES.

The objectives of the senior college of business should place greater emphasis on achievement beyond the purely vocational. Frequently, such objectives will require courses of considerable breadth, includ-

ing general education, citizenship, research, etc. Professional objectives of high level should be stressed. Objectives may include the preparation of students for state-conferred designations or licenses upon examination.

3-4-200—THE EDUCATIONAL PROGRAM.

3-4-201. The curriculum is the means by which the objectives of a college are achieved. Hence, each college applying for accreditation shall show that it offers such courses that directly relate to its specific purposes. This includes an adequate program of general education, basic business education, and professional and advanced business courses. The organization of the curriculum shall be such as will best serve the students and is to be determined by each college for itself.

3-4-202. Of the total credits required for the baccalaureate degree, a minimum of 40 percent shall be in business or economic subjects, and at least 40 percent in general education. General education subjects are considered to be those other than business and economics, provided that economic principles, economic history, and economic geography may be included in either category. For purposes of accreditation, the term *general education* is defined to describe those courses covering the major areas of knowledge other than business courses. The framework of the general education program shall embrace work in all or most of the following fields: communication arts, fine and practical arts, languages, literature, mathematics, psychology, and social science. The college also may elect to make offerings from the following fields: biological science, health education, humanities, recreation, religion, and physical science. A list of suggested course titles that would be acceptable is available from the Commission.

3-4-203. The professional business program should be organized in terms of majors. As a foundation for training in business, instruction shall be offered in accounting, business law, business organization and management, economics, finance, industrial management, industrial relations, marketing, personnel management, or statistics. Preferably, instruction in the introductory courses in each of the foregoing fields should be required for all candidates for the baccalaureate degree. The requirements for majors in secretarial

administration and teacher education may vary somewhat from this standard.

3-4-204. The curricula shall approximate, quantitatively and qualitatively, the standards in effect in recognized collegiate institutions offering baccalaureate degrees in business. Due allowance shall be made for meeting regional or other special objectives. Instructional procedures, texts, and materials shall be suited to the purposes, curricula, and standards of collegiate instruction.

3-4-205. Enrollment in the upper division courses must be sufficient to support regularly scheduled classes and laboratory work to insure high standards of instruction.

3-4-300—ORGANIZATION, ADMINISTRATION, AND CONTROL.

In evaluating the administration, emphasis will be placed upon the manner in which functions are performed. Attention shall be given to such matters as the board of control, the overall administrative system, the administration of academic matters, student personnel services, the financial administration, and supervision of the plant and equipment.

3-4-400—THE ACADEMIC STAFF: INSTRUCTION.

3-4-401. A college shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. The size of the faculty roster shall be appropriate to total student enrollment as well as the number of students enrolled in lower division compared to upper division enrollees. The student-teacher ratio shall be appropriate for the level of college work offered. The number of full-time and full-time equivalent faculty members having teaching as their primary interest shall be appropriate to the size and objectives of the college, and shall be representative of the principal areas of instruction.

3-4-402. In judging competence of the faculty, consideration shall be given to the academic preparation and business experience of each teacher. At any time, no teacher should be assigned to teach in more than three fields of instruction, and preferably in not more than two fields.

Normally, teaching loads shall not be greater than 16 standard semester hours per week, or equivalent, including evening classes. Consideration shall be given to the number of clock hours of instruction and the number of different preparations required.

3-4-403. At least one-half of the faculty teaching second-year classes shall have master's degrees, LL.B., J.D., C.P.A., or other approved professional equivalents. Normally, there shall be no teachers of upper division courses without standard master's degrees or the equivalent, and a reasonable number shall have doctoral or other terminal degrees. An earned doctorate in economics or business administration from an accredited institution is considered terminal for all business courses; for business law, an LL.B. or J.D. from an accredited institution is considered a terminal degree; for accounting, a master's degree in economics or business in addition to the C.P.A. certificate is considered a terminal degree.

3-4-404. Teachers shall be appointed by official action of the board of control upon recommendation of the designated administrative officer. Notices of appointment shall be in writing and shall contain all the conditions of employment including the length of the appointment. Such notices, when accepted in writing by the staff member, constitute the contract between the individual and the college. Preferably, appointments should be made for a term of one to three years, renewable for stated periods, if fulfillment of teaching and other duties is satisfactory.

3-4-405. The college should evidence a record of a stable faculty roster particularly for those teachers conducting classes in the upper division courses. The college is encouraged to induce stability in their faculty roster with adequate salaries, fringe benefits, and tenure status.

3-4-500—THE LIBRARY AND INSTRUCTIONAL MATERIALS.

The functions of the library shall be determined by the educational program of the college. It shall provide the study and reading facilities necessary to make the educational program effective, and there shall be evidence that such facilities are appropriately used.

In judging the library, consideration shall be given to the use of library materials by both students and faculty, including methods

used to encourage its use by students. The library shall be under the direction and supervision of a professionally trained librarian with a staff adequate to provide full-time supervision of the library. An adequate annual budgetary allowance shall be provided for the purchase of books, periodicals and other materials, and for salaries of librarians and assistants. A library for senior colleges of business shall contain up-to-date volumes appropriate to the size of the institution and the breadth of its offerings, as well as magazines and essential professional periodicals.

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